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ABSTRACT

This document contains an instructional booklet on rules for use by social studies classroom teachers in grades two and three as they develop and implement a law-related education program. It also contains spiritmaster handouts for use by students. Objectives of the unit include helping primary school pupils clarify their feelings and beliefs about rules, acquire insight into reasons for rules, evaluate rules, and develop a set of rules that they are willing to abide by in the classroom. The unit is presented in 13 lessons. Titles are, How Do You Feel About Rules? Rules and You; Rules at Home; Rules at School; Rules at Play; Rules in Our Community; Rules, Rules, Rules; Reasons for Rules; Why We have Rules; Assessing Rules; Rules for Our Classroom; How I Feel About Rules; and What I've learned about Rules. Students are involved in a variety of activities, including creative writing, classification of rules into various categories, drawing pictures that show people either following or not following rules at home and at school, interviewing family members about why certain rules exist in the home, surveying rules in homes of all students in the class, exploring differences in school and classroom rules, and making collages from magazine pictures which illustrate people following or not following rules in particular settings. For each lesson, information is presented on overview, objectives, procedures, activities, and handouts. Handouts which accompany the lessons include matching exercises, word puzzles, fill-in-the-blanks exercises, stories and cartoons illustrating rules, and lists of rules which apply to various situations. (DB)

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RULES, RULES, RULES

A Law-Related Instructional Unit for Children in Grades 2 and 3

ED200503

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RULES, RULES, RULES:
AN INSTRUCTIONAL UNIT FOR PRIMARY AGE CHILDREN

Rationale

We live in a society heavily influenced by and dependent upon law. From the time of our birth to the time of our death, laws have a significant impact upon our lives.

In the world of the child, rules play an important role. In many ways, it is a role analogous to that which laws play in the world of the adult. A knowledge of the nature and purposes of law and a willingness to shape one's behavior in accordance with law are requisites for effective citizenship in the world of the adult. So, too, are a knowledge of the nature and purposes of rules and a willingness to shape one's behavior in accordance with rules requisites for effective citizenship in the world of the child.

As children mature, they must learn to adjust successfully from the home to the school and community environments. Among other things, this means that children must learn how to effectively deal with and participate in activities which are governed by different sets of rules and authorities. Rule recognition and rule acceptance are integral parts of this important socialization process.

The elementary school plays an important role in helping children to understand, accept, obey, and deal successfully with rules. It is a role with deep roots in the American educational system, a role consistent with some of our most basic and widely accepted educational goals.

Unfortunately, many of the educational programs designed to foster rule awareness and rule acceptance among elementary school children have produced less than satisfying results. These programs have been content to emphasize indoctrination—the mere conformity to rules—with little regard to fostering understanding and/or they have stressed the restrictive and punitive nature of rules with little or no attention to the facilitative nature of rules. In addition, a number of these programs have consisted of a series of sporadic, piecemeal efforts rather than a series of carefully planned and sequenced learning experiences.

Rules, Rules, Rules offers an alternative to these kinds of approaches. Designed primarily for use with second and third grade children, it provides a carefully sequenced series of learning activities to facilitate student understanding of the nature, purpose and characteristics of rules. As a result of participating in these learning activities, the primary school child should be better able to deal with the rules that he/she finds in his/her world and better prepared to deal eventually with the laws that prevail in the world of the adult.

Overall Goals

Rules, Rules, Rules offers a rich variety of learning activities that foster an understanding and the development of important knowledge, attitudes and skills. These goals are described below.

A. Knowledge Goals

At the conclusion of this unit, each student will be able to:

1. identify four areas in which rules are found (i.e., at home, at school, at play, and in the community) and state at least one rule for each area;
2. distinguish between the facilitative nature and the restrictive nature of rules;
3. recognize that there are different rules in different homes, in different schools and school classrooms, in different games and in different communities and cite at least one example of each;
4. identify at least three basic purposes of rules and cite at least one example of a health and safety rule, a property rule, and a rule for getting along with others;
5. state at least three characteristics of good rules (i.e., fairness, clarity, and capability of being followed) and cite at least two examples of rules that meet these criteria;
6. distinguish between fair and unfair rules, clear and unclear rules, and rules which are capable and incapable of being followed;
7. state at least three rules that contribute to a suitable classroom environment; and,
8. state his/her beliefs about the nature and importance of rules and support those beliefs with specific reasons.

B. Attitude Goals

At the conclusion of this unit, each student will be able to:

1. accept rules as necessary to guide his/her behavior at home, at school, at play, and in the community;
2. accept differences in the opinions of others about rules;
3. indicate an interest in rules by participating effectively in class discussions and class activities related to rules;
4. show his/her appreciation of rules by accepting and demonstrating personal responsibility for following rules at home, at school, at play and in the community; and,
5. publicly affirm his/her belief in the importance of rules by signing his/her name below a set of rules developed for use in his/her classroom.

C. Skill Goals

At the conclusion of this unit, each student will be able to:

1. observe and describe specific situations at home, at school, at play, and in the community where rules are applied;
2. classify rules according to the functions they serve and the settings in which they are found;
3. predict likely consequences of having no rules in specific situations;
4. formulate hypotheses concerning the necessity for rules in given situations; and,
5. propose solutions to problems related to rules at home, at school, at play, and in the community.

General Description

Rules, Rules, Rules consists of a series of carefully sequenced learning activities designed for use with second and third grade students. It provides opportunities for primary age children to clarify their feelings and beliefs about rules, to acquire insight into the reasons for rules, the facilitative nature of rules and some of the characteristics of good rules, to evaluate rules, and to develop a set of rules that they are willing to abide by in their own classroom.

The unit is divided into thirteen separate lessons. The nature of each lesson is described in summary fashion in an overview and the objectives are specified in behavioral terms. Handouts form the basis of most lessons and are printed on master dittos to enable the teacher to duplicate as many copies as needed for an individual class. Specific procedures for each lesson are provided with sufficient detail to enable a teacher to use them effectively. In addition, a series of supplementary activities are included under the heading, "Enrichment Activities." The enrichment activities provide additional opportunities for expanding each lesson. Although designed for optional use, it is strongly recommended that the enrichment activities be carefully considered in light of individual lesson objectives and student needs and interests. These activities are designed to play integral parts in concept development rather than to serve merely as additional add-on activities.

While most lessons should take approximately twenty to thirty minutes to complete, time requirements for each lesson will vary depending upon the nature of the lesson, student abilities and interests, and the extent to which enrichment activities are used.

Rules, Rules, Rules may be used in one of several ways. One way is to treat it as a mini-unit, with each lesson taught on consecutive days. Assuming that each lesson constitutes a day's work and that several enrichment activities will be used, the mini-unit approach is likely to require a minimum of fifteen days of instruction.

A second way of using **Rules, Rules, Rules** is to treat it as a series

of four sub-units and teach each sub-unit between other larger instructional units. For example, one sub-unit could introduce the concept of rules and focus on student attitudes and beliefs about rules. Lessons one and two could be used for this purpose in conjunction with several of the enrichment activities suggested for use with these two lessons. A second sub-unit could emphasize rule recognition in different settings—in the home, in the school, at play, and in the community. Lessons three through six and a selection from their accompanying enrichment activities would be suited to this purpose. A third sub-unit could stress reasons for rules and the purpose rules serve through the use of lessons seven to nine and related enrichment activities. Lastly, lessons ten through thirteen could constitute a fourth sub-unit in which students develop and evaluate rules and engage in reassessing their attitudes and beliefs about rules.

The advantages of the four sub-unit approach are that the teacher has greater flexibility in using enrichment activities and students have more time to engage in on-going, long-range projects. The four sub-unit approach will likely require a less dramatic alteration of traditional curriculum requirements and permit the reinforcement of important unit concepts at various times throughout the school year. It is likely that a minimum of twenty instructional days would be needed for this approach.

A third approach is to expand **Rules, Rules, Rules** into a major instructional unit, taught over a period of five to eight weeks. Greater depth could be obtained with extensive use of the enrichment activities. In addition, when used as a major instructional unit, the interdisciplinary potential of **Rules, Rules, Rules,** could be realized more effectively. While it is likely to be considered a social studies unit and taught within the framework provided for social studies instruction, **Rules, Rules, Rules** contains many learning activities which correlate highly with knowledge and skill objectives of other subject areas, principally language arts and art. Hence, if used as a major instructional unit, **Rules, Rules, Rules** offers many possibilities for enriching the primary school curriculum.

Rules, Rules, Rules is designed to be taught effectively using any one of these three approaches and, with each approach, to give the teacher the opportunity to tailor instructional activities to the needs, interests, and abilities of the class. However, regardless of the approach, it is strongly recommended that the conceptual sequence be followed.

Another special feature of **Rules, Rules, Rules** is a format which permits each student to prepare and keep his/her own individualized booklet on rules. Students may collect handouts and other enrichment activity material and use them for this purpose.

Assessment of Student Performance

Rules, Rules, Rules provides many oportunities for evaluating student performance, both formally and informally. Objectives for the unit and for individual lessons are specified to aid the teacher in assessing pupil achievement.

Informal assessment of student performance through teacher observation of student participation in class discussions and other learning activities should be conducted on a continuous basis. The development of checklists and rating scales to measure student attainment of specific knowledge, attitude and process objectives may be combined successfully with anecdotal records to provide cumulative evaluative information relating to student performance.

Formal assessment of student performance should also be conducted. Lessons twelve and thirteen may be used for this purpose. In lesson twelve, students complete the same checklist that they completed in lesson one, thus providing an excellent opportunity for the teacher to measure changes in student attitudes about rules. In lesson thirteen, students complete a matching exercise which may be used to measure student mastery of important knowledge objectives related to rules. Other similar evaluative measures may be developed for assessing student attainment of unit objectives.

By using both formal and informal evaluation, the teacher should be able to effectively assess the extent to which the objectives specified for the unit and for individual lessons have been achieved.

CONTENTS

Lesson One:	How Do You Feel About Rules	Page 1
Lesson Two:	Rules and You	Page 5
Lesson Three:	Rules at Home	Page 8
Lesson Four:	Rules at School	Page 12
Lesson Five:	Rules at Play	Page 16
Lesson Six:	Rules in Our Community	Page 19
Lesson Seven:	Rules, Rules, Rules	Page 24
Lesson Eight:	Reasons for Rules	Page 28
Lesson Nine:	Why We have Rules	Page 32
Lesson Ten:	Assessing Rules	Page 36
Lesson Eleven:	Rules for Our Classroom	Page 39
Lesson Twelve:	How I Feel About Rules	Page 42
Lesson Thirteen:	What I've Learned About Rules	Page 45

LESSON ONE: How Do You Feel About Rules?

Overview

Children hold different views about rules. Lesson One helps students clarify their values about rules and formulate some tentative hypotheses about rules. A list of descriptive words is used for this purpose. Students are asked to select those words from the list which they associate with rules and to express the reasons for their choices. In this way, students are encouraged to articulate and explain their feelings about rules.

At the end of this unit, students will again be asked to complete this activity. By comparing initial with later perceptions, the teacher may be able to assess the effects of the intervening learning activities upon student attitudes regarding rules.

Objectives

At the completion of this lesson, the student should be able to:

1. describe his/her reaction to rules, be it positive or negative;
2. state why he/she feels that way about rules; and,
3. formulate at least one hypothesis for the existence of rules.

Suggested Procedures

1. Give a copy of Handout One to each student.
2. Read aloud (or have a student do this) the introduction and directions on the Handout while students follow along silently.
3. To avoid vocabulary problems, the teacher is encouraged to read each word aloud and then use it in a sentence. For example, the teacher reads the word "needed"—"Rules are needed." Students should make their choices as each word is read. [Note: It is important that the teacher read each word with the same voice inflection to avoid influencing student choices.]
4. Put the words in the checklist on chart paper and record the number of students who circled each word. Save this chart for use in a later lesson.
5. Select those words which seem to have significance for the class (e.g., words most frequently selected, least frequently selected, and/or words where a large difference of opinion appears to exist). Encourage students to express the reasons for their choices. Attempt to elicit both points of view for each word (i.e., call on students who circled a word and those who did not circle that word). Respect the right of students to refrain from stating an opinion.
6. Follow the discussion, ask students to state reasons why they feel rules exist. Record and discuss student responses.

Enrichment Activities

1. **Art Activity.** As a follow-up activity for this lesson, each student may be asked to draw a picture in which he/she shows how a rule can be bossy, mean, good, fair, useful, or stupid. Then these drawings can be used in several ways. One way is to have students share and discuss their pictures with a friend or in a small group. Another way is to have students show their pictures to the class, have the pictures sorted into categories, either by the teacher or the class, and then discussed. A third way is to place the pictures on a bulletin board or some other appropriate place in the classroom, leaving them on display throughout the unit. A fourth approach is to have students draw pictures and briefly discuss them with the teacher or the class. These pictures can be collected and the activity repeated near the end of the unit. Both sets of pictures can be used to provide the teacher with insight into changes in students' feelings about rules.
2. **Interview.** The home has an important influence on a child's attitudes. Helping students to develop appropriate procedures and questions for use in interviewing family members can assist students in developing a basic understanding of and basic skills in interviewing and fostering a realization of the existence and appreciation of the value of diversity of opinion among their peers and peer families. In addition, this approach can yield important insight to help the teacher better understand the nature of and reasons for student beliefs about rules.
3. **Vocabulary Development.** If some of the words found in this unit are unfamiliar to students, the lesson can be used for vocabulary building. Write the unfamiliar words on flashcards. Place them on a table, in a box, or on a bulletin board in a corner of the room where students may go to practice them. These words may also be added to regular vocabulary lists. Words that might be included are: (a) fair; (b) important; (c) bossy; (d) community; (e) safety; and, (f) property.

HANDOUT ONE: How Do You Feel About Rules?

We are going to be studying about rules. We will talk about what rules are, where we find them, why we have them, and how we use them.

Before we begin, let's find out how you feel about rules. One way to do this is with the words that are listed below. Circle the words **you** think of when you think about rules. Circle as many words as you wish.

Example: If you think rules are needed, put a circle around the word "needed." If you don't think rules are needed, do not circle that word.

RULES ARE . . .

Needed	Bad	Useful
Not Liked	Made to be Followed	Important
Bossy	Stupid	Fair
Helpful	Not Important	Made to Break
Easy to Follow	Mean	Good

LESSON TWO: Rules And You

Overview

Children do not only hold different feelings about rules. They also hold different beliefs as well. In Lesson Two, a forced choice activity is used to help students express their beliefs about rules and to cite instances that support these beliefs. Discussion of student responses is an important part of this lesson.

Objectives

At the completion of this lesson, the student should be able to:

1. distinguish beliefs about rules which he/she accepts from those which he/she rejects;
2. state at least two beliefs about rules which he/she accepts; and,
3. relate personal experiences or observations that support his/her acceptance or rejection of specific beliefs about rules.

Suggested Procedures

1. Distribute a copy of Handout Two to each student.
2. Read aloud (or have a student do this) the introduction and directions on the handout while students follow along silently.
3. Read (or select students to read) each of the statements aloud. Allow sufficient time for students to make their selection before the next statement is read.
4. When students have made their choices, tally the results. Discuss each statement, eliciting responses from both students who agree and who disagree with the statement. Encourage students to describe instances that support their beliefs.

Enrichment Activities

1. **Classification.** Use old magazines, textbooks, and/or newspapers to obtain a series of pictures that show people following and not following rules. Project each of these pictures on a large screen with an opaque projector so that each picture is clearly visible to all students in the class. Put the headings, "Following Rules" and "Not Following Rules" on the bulletin board. As each picture is shown, ask students to identify the rule and tell whether or not it is being followed. When consensus is reached, place the picture on the bulletin board under the appropriate heading. Repeat this process until all pictures have been analyzed and placed on the bulletin board.
2. **Art Activity.** Have students draw pictures (or cut them out of old magazines and newspapers) that show people either following or not following rules at home, at school, or in the community. Suggest that students draw (or look for) children and/or adults observing or

breaking rules that deal with littering, driving, walking, or playing. Mount these pictures individually on pieces of construction paper or place several on large pieces of newsprint or brown paper and use them for discussion purposes. Questions to initiate discussion might include: (a) "What rule do we see being followed or not being followed in this picture?"; (b) "Is this rule easy or hard to follow?"; and, (c) "Do you like this rule?" Probe to clarify reasons for the views expressed by students.

3. **Creative Writing.** Have students select one of the statements in Handout Two and write a short story about it. For example, a student could write a short story about a situation in which rules helped him/her (or the main character in the story) to know what he/she should do in a particular situation or a situation in which a rule kept him/her (or the main character in the story) from doing something he/she wanted to do. Select several of these stories and have their authors read them to the class. Discuss reactions to the stories. An alternative to writing stories is to have students make up a story and then use a tape recorder to record it. Select several of these stories and play them back to the class or to a group of students. In either case, this activity provides an additional opportunity for students to think about, express and discuss their beliefs and attitudes about rules.

HANDOUT TWO: Rules And You

Here are some things people have said about rules. You may have even said some of them yourself. Read each of the sentences. If you agree with what is said, circle **Agree** next to the number of that sentence. If you do not agree with what is said, circle **Disagree** next to the number of that sentence. Be ready to tell the reasons for your choices.

Example: Read sentence one. If you agree that sometimes rules are hard to follow, circle the word **Agree.** If you do not agree that sometimes rules are hard to follow, circle the word **Disagree.**

What Do You Think?

Agree	Disagree	1. Sometimes rules are hard to follow.
Agree	Disagree	2. Only children must follow rules.
Agree	Disagree	3. Rules help people to get along with each other.
Agree	Disagree	4. Rules keep me from doing what I want to do.
Agree	Disagree	5. Rules must never be broken.
Agree	Disagree	6. Rules make it easier for us to play games.
Agree	Disagree	7. There should be no rules at all.
Agree	Disagree	8. Rules help us to know what we should do.

LESSON THREE: Rules At Home

Overview

Lesson Three is designed to help students recognize rules that exist in their home and to realize that different homes can have different rules. Using a series of pictures, students identify those which show something they have a rule about in their home. A specific rule is matched with each picture. If that rule is not the same as the one students have in their home, they are asked to state the rule that is. Students thus explore the nature of and reasons for similar and different rules in their respective homes.

Objectives

At the completion of this lesson, the student should be able to:

1. list at least four rules which apply in his/her home;
2. state one rule that applies in his/her home but does not apply in a classmate's home; and,
3. state at least two purposes for rules in the home.

Suggested Procedures

1. Prior to distributing copies of Handout Three to the students, fold each copy on the dotted line.
2. Pass out the folded handout so that only Side A faces the students. Tell students not to open or turn over the handout until instructed to do so.
3. Read the instructions found at the top of Side A. Tell students to circle appropriate pictures.
4. After students have circled the pictures, instruct them to open the handout, exposing both Side A and Side B. Read the instructions at the top of Side B to students. Allow sufficient time for them to complete the activity.
5. Help students explore reasons for similar and different rules in their respective homes (e.g., some homes have babies and pets and others do not; almost all homes have rules about medicines and matches).
6. For each rule, ask students who have such a rule in their home to explain the purpose of the rule. Then ask students who have a different rule in their home to tell what their rule is and to explain its purpose. Finally, ask students who indicate that they do not have a rule like this in their home to explain why this might be so. Then ask them if they feel a rule like this is needed or not needed in their home.

Enrichment Activities

1. **Interview.** Have students ask members of their family why they have certain rules in their home. These reasons may be shared in a

class discussion. Compare the reasons given with those stated by students in the discussion related to Handout Three.

2. **Rule Survey.** Many times rules are different in different homes. On a scrap piece of paper ask students to indicate a bedtime rule they follow in their home. Suggest that they write a "7," "8," "9," "10," "No Time," or "Other" to show the time when they usually have to be in bed.

   After the data is collected, use a picture graph on the board to indicate the results of the survey. The hourly times may be listed down the side with stick figures representing each student drawn across from the time when they are to be in bed. The following questions may be used in discussing the results of the survey: (a) "What time do most children in this room go to bed?"; (b) "What time do the least number go to bed?"; (c) "How many have no bedtime rules?"; (d) "Are bedtime rules different in different homes?"; (e) "Why do you think they are different?"; and, (f) "Can you think of other rules at home that might be the same in other homes?" "Different in other homes?"

3. **Collecting Data.** A comparative study with children in an intermediate classroom may be done in connection with the activity given above. After securing necessary permission, have two students go to another classroom (preferably grade five or six) with enough questionnaires for everyone. The wording should be kept simple. An example might be: "Room 5 is doing a study to determine when students in our school go to bed. Please circle the answer below that shows the time you usually go to bed. Thank you for your help. Circle "7," "8," "9," "10," "No Time," or "Other: _____."

   Tally the results in the room in such a way that a comparison may be made with results obtained in the survey conducted in your own classroom. Another color of chalk will provide a good contrast. Discuss the results with such questions as: (1) When do most of the students in grade 5 (or 6) go to bed?; (b) Do they go to bed earlier or later than most of you?; (c) Why do you think this is so?.

   This activity can help children discover that rules are not only different in different homes, but that they can also be different as one grows older. A similar survey concerning rules about matches in the home can also be conducted. These rules are likely to be more similar in most homes than bedtime rules. Students should be asked to consider why rules regarding matches are more uniform than rules regarding times for going to bed.

4. **Other Home Rules.** Divide students into four groups and assign one of the following headings to each group: (a) Kitchen Rules; (b) Bedroom Rules; (c) Living Room Rules; and, (d) Outside Rules.

Ask students to name as many rules as they can think of for their respective area. Depending on the maturity of the children, a recorder may be named to list each of the rules identified and to share them with others in the class or the teacher may ask each group to share their rules orally with the class. In addition, each group may be asked to role play one or two of the rules they have identified.

A bulletin board display showing a big outline of a house may be filled with rules that belong in certain areas. Rules may be printed by the teacher on 3 x 5 cards and placed in the appropriate areas.

5. **Art Activity.** Have students draw a picture showing themselves following a rule at home. These pictures could be placed around a display of a home with a piece of yarn connecting each drawing to the area of the home where it applies.

HANDOUT THREE: Rules At Home

SIDE A

Rules are found in many places. One place is in our home. All of us have some rules to follow there.

Each of the pictures on this page show something that you may have a rule about in your home. Circle the pictures which show something you have a rule about in your home.

FOLD HERE

FOLD HERE

SIDE B

Next to each picture is a rule. If this is the same rule that you have in your home, circle it. If it is not the same, be ready to tell what your rule is.

Wash your hands before each meal.

Brush your teeth after each meal.

Put toys away when you finish playing with them.

Don't play with matches.

Don't take things that do not belong to you.

Be quiet when the baby is sleeping.

LESSON FOUR: Rules At School

Overview

Focusing upon rules at school, lesson four asks students to identify specific kinds of rules found in their school. Through discussion, students become aware of different kinds of school rules and of different sets of rules in different classrooms and schools. In addition, students are asked to suggest reasons why there are school rules.

Objectives

At the completion of this lesson, the student should be able to:

1. state at least four rules that apply in his/her classroom;
2. name one rule that is not applied in every classroom in his/her school; and,
3. state at least two reasons for having rules in the school.

Suggested Procedures

1. Ask students to name rules that they know for the school and for their classroom. List all rules suggested on the chalkboard so students can see them easily.
2. Give a copy of Handout Four to each student. Instruct students to read the instructions at the top of the handout and to complete it using the rules previously listed on the chalkboard. If there is a category for which no rule has been listed, tell students to write one for that category.
3. Explore differences in school and classroom rules as follows: (a) in different classrooms of the school—same grade or different grades; (b) rules in this classroom compared to rules in the classroom students were in last year; and, (c) rules in different schools some of the students may have attended.
4. Encourage students to think of possible reasons why there are rules at school (e.g., health and safety; fair treatment). [Note: These ideas will be expanded upon in later lessons, especially lessons eight to ten. Responses given here may be saved and used at that time.]

Enrichment Activities

1. **Tour of the School Building.** Explain to the children that they will be touring the school building in order to observe where, why and how various rules are followed. Review the rules to be followed while going through the building (e.g., walking in the halls, being quiet in the library, etc.) and why they are necessary. Proceed through the building stopping at places such as the library, resource center, administrative offices, kitchen, boiler room, and nurse's office. If possible, arrange to have someone speak briefly to the children at each stop, explaining some of the rules to be observed in

his/her area of the school.

Return to the classroom and ask the children to recall rules from each of the various stops. Ask such questions as: (a) Were some rules the same in more than one place? Why?; (b) Did some rules apply only to one area? Why? Then divide the children into teams to draw murals of those areas visited. Select a child from each team to print a few of the important rules from each place visited. Display these rules next to each picture on the bulletin board.

2. **Collage.** Ask the children to locate magazine pictures which illustrate people who need to follow rules in the particular setting in which they are pictured (e.g., children, teachers, administrators, parents, etc.). Use these pictures to make a collage. Display it on a bulletin board or on a large piece of oak tag or newsprint.

3. **Other School Rules.** Different parts of the school have different rules to be followed. A variant of the activities indicated above is to list the following areas of the school: (a) gymnasium; (b) auditorium; (c) cafeteria; (d) lavatory; (e) art room; (f) music room; (g) stairway; (h) playground; (i) boiler room; (j) library; (k) principal's office; and (l) nurse's office. Identify a rule unique to each area and have students match the rule with the location. This activity may be accomplished by using a ditto, a bulletin board display using yarn to match so that children can work individually, pictures drawn by students showing a rule being followed in a specific location, or actual photographs taken of each location and placed on a bulletin board or in a hallway display case with matching captions to identify the rule (e.g., "This is Angela walking up the stairs.").

HANDOUT FOUR: Rules At School

There are many rules at school. Some rules are made for all children to follow. One of these rules is "Don't be late to school." Other rules are made just for the children in one classroom. One of these rules could be "When you finish your work, you may read a book of your choice."

What rules do you have at your school? Do you have rules about running, talking, reading, playing, and doing school work? Give a rule you have in your school for each of these activities. Are these rules the same for all children in your school?

Rules At Your School . . .

At our school, a rule for **playing** is _____

_____

At our school, a rule for **running** is _____

_____

At our school, a rule for **doing school work** is _____

_____

At our school, a rule about **talking** is _____

_____

At our school, a rule about **reading** is _____

_____

At our school, a rule for **getting along with others** is _____

_____

LESSON FIVE: Rules At Play

Overview

Recognition of the importance of rules in playtime activities is stressed in lesson five. Asked to play a game which has no rules at all (the "yarnball" game), students discover the facilitative nature of rules and their value in playtime activities. Handout Five uses a matching activity to reinforce the prevalence of rules and their importance in popular games that children play.

Objectives

At the completion of this lesson, the students should be able to

1. name at least four games that have rules;
2. match specific games with one of their respective rules; and,
3. state at least two reasons why games have rules.

Suggested Procedures

1. Introduce the lesson by dividing the class into two groups. Tell students that each group will be playing a different game. Designate an area of the room for each group to play their game.
2. Instruct one group to play a familiar game, such as "Duck, Duck, Goose" or "Simon Says." Give the other group a yarnball and tell the students to play "the yarnball game." Give the students in this group no other instructions; answer no questions. [Note: The group playing the familiar game will most likely organize quickly and begin playing the game. The group asked to play the yarnball game—an imaginary game with no known rules—will likely experience great difficulty in trying to play their game.]
3. If the group assigned to play the familiar game is able to play it, praise the students in the group in a voice all students in the room can hear. Say nothing to the group of students assigned to play the yarnball game if they are experiencing difficulty.
4. After a reasonable length of time has elapsed, ask students to stop playing their games. Have students reassemble as a group and reflect on what has occurred. Pose such questions as: (a) Why was it easier for one group to play its game than the other group?; (b) What did the group asked to play the yarnball game need to play the game?; and, (c) How would rules have helped this group?
5. Assist students in developing a set of rules for the yarnball game. Use these rules to help students play the game.
6. Distribute Handout Five. Have students read and follow its instructions. Check student responses for accuracy. Discuss how rules help children to play games.

Enrichment Activities

1. **Discussion of Rule Variations.** Explore popular children's games that have rule variations and discuss problems that might result from such situations. Questions to initiate discussion may include: (a) What are some favorite games that we enjoy in our classroom?; (b) Who can tell us the rules for that game?; (c) Has anyone ever played that game differently?; (d) Sometimes people play the same game but have different rules. Could this cause problems?; (e) What might some of these problems be?; and, (f) What might be done to prevent such problems? Suggested games to be discussed include "Tag," "Jumprope," "7-Up," "Kickball," and "Red Rover."
2. **Rules and Games.** Divide the class into as many groups as there are board games available in the classroom. Have one person in each group explain the rules to the others and permit them to play the game. If time permits, switch groups and have another student explain its rules to the other students. This may be done until all children have had at least one opportunity to explain rules for a particular board game. The activity may extend over a period of several days or weeks. Some students assigned the duty of explaining a certain game may need to be coached ahead of time by the teacher or a student who understands the rules. Suggested board games for use in this activity include: (a) Checkers; (b) Tick Tac Toe; (c) Winnie the Pooh; (d) Candy Land; and (e) Chutes and Ladders.
3. **Creative Activity.** Divide students into four or six groups. Give each group responsibility for designing their own game and making rules to play it. When this has been done, have each group play its own game. Then have the students in each group evaluate their game, especially the process used in developing the rules, the adequacy of the rules, the importance of their rules, and how well the game worked. As a variation of this activity, add another step. After each group has designed and played its game, have the groups explain their game to students in another group (or a group of students from another classroom). Have those students play the game and follow that activity with a discussion similar to that suggested above. [Note: While it is likely to be difficult, this activity should stimulate a great deal of interest among students. If some groups experience frustration, provide assistance as needed but endeavor to let the children assume the major responsibility for their respective games.]

HANDOUT FIVE: Rules At Play

Rules are an important part of the games we play. Here are some popular games. Can you match the rule with the game?
Draw a line between each game and its rule.

Games and Rules

Game	Rule
1. Musical Chairs	A. When you get to the other side of the board, you say "king me."
2. Baseball	B. When the music stops you must be in a chair (or on a spot).
3. Hide and Seek	C. You win if you get three X's and three 0's in a row.
4. Checkers	D. Three strikes and you're out.
5. Simon Says	E. You close your eyes and say, "Here I come, ready or not."
6. Chutes and Ladders	F. If you land on a ladder, you move up it.
7. Tic-Tac-Toe	G. Do something only when these special words are spoken.

LESSON SIX: Rules In Our Community

Overview

In lesson six, students consider the nature and purpose of community rules. Given a hypothetical community scene (Handout 6-A), students are asked to identify familiar signs which depict common community rules and to state the purpose of each of these rules. The concept is reinforced with a matching exercise (Handout 6-B) which requires students to match a series of signs with their respective rules.

Objectives

At the completion of this lesson, the student should be able to:

1. identify at least five rules that might be used in a community;
2. state the purpose for each community rule identified in the picture; and,
3. describe at least five signs which indicate a rule for his/her community.

Suggested Procedures

1. Give each student a copy of Handout Six-A.
2. Direct students to complete the handout according to its instructions. Allow ample time for students to complete the task.
3. Ask individual students to identify one sign that he/she circled. Use the following series of questions: (a) "What sign did you circle?"; (b) "How many others in the room circled this sign?" [use a show of hands]; and, (c) "What rule goes with this sign?" [Note: It is recommended that a transparency be made of the handout and used for this procedure. Circle each sign on the transparency as it is identified.]
4. Repeat this sequence until the following signs have been identified: (a) traffic light; (b) walk sign; (c) no parking; (d) don't litter; (e) keep off the grass; (f) speed limit 25; (g) keep out—private property; (h) stop sign; and, (i) cross walk.
5. After completing the discussion, distribute Handout Six-B and instruct students to follow its stated instructions.
6. When students complete the activity, collect, check for accuracy, and return student papers. Review the signs and their respective rules, if necessary. Ask students to name signs in their neighborhood that tell community rules.

Enrichment Activities

1. **Tour of the Community.** Take students on a tour (walk or go by bus) to identify specific rules that are found in the neighborhood or community. A camera could add much to this experience. Throughout the tour, pictures could be taken of students in the class demonstrating a particular rule. Examples might be a student

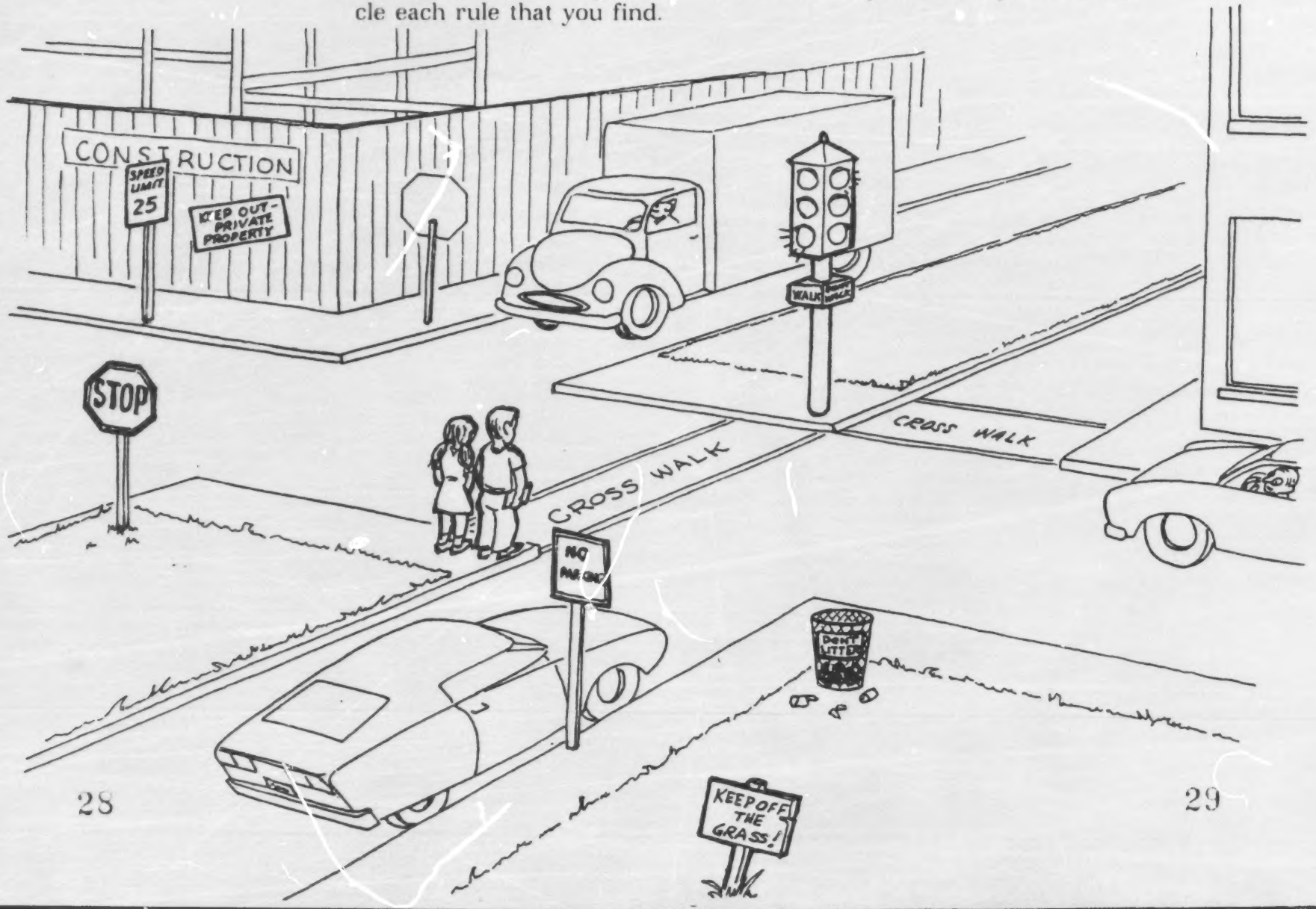
crossing a street at the corner, facing traffic where there is no sidewalk, picking up trash and putting it in a litter basket or container, or observing a "Keep Off the Grass" sign. Each student should appear in one of the photographs, either individually or as part of a group of students demonstrating how the rule is to be observed. Mount the photographs on colored construction paper for a classroom bulletin board or hallway display. Have the students suggest a caption. Examples include: "Our Gang Follows the Rules;" "Room 23 Knows the Rules," or "Room 23 Shows Community Rules."

In addition to the above, the photographs can be used for discussion purposes. Questions such as those which follow might be used: (a) What rule is Juan showing?; (b) Is that a good rule? Why?; (c) When do we follow that rule?; (d) What would happen if we didn't follow that rule?; and, (e) Why do good citizens follow rules, even when no one is around to make sure they do?

2. **Signs in the Community.** Pictures could be taken of the community or neighborhood in which the school is located. These might then be placed on a bulletin board with a piece of yarn connecting the picture to a written rule or to a picture drawn by students showing someone following a rule.
3. **Art Activity.** A mural could be painted that allows students to show the many different signs found in their community which tell community rules. One variation of this activity is to divide students into groups of four or five. Ask each group to select the five to seven signs found in their community which tell the most important rules for the community. When each group finishes, compare and contrast the murals. What signs were selected for inclusion most often? Explore reasons for student decisions.
4. **Using the Newspaper.** Have students look for articles in the local newspaper which discuss rules in the community. You may wish to have students do this at home, encouraging them to obtain assistance from a family member. Ask students to report to the class the articles they have found. If students have difficulty in extracting the meaning of the article, provide necessary assistance.
5. **Using a Story.** An excellent story to use to help students understand the relationship of rules and signs in the community is **Mr. Pines Mixed-Up Signs.** In humorous fashion, it tells how signs inform us of rules and what could happen if incorrect signs were posted.

HANDOUT SIX-A: Rules In Our Community

Instructions: There are many rules in our community. Signs are often used to tell us of them. Look at the picture below. How many rules can you find? Circle each rule that you find.



HANDOUT SIX-B: Signs And Rules

Match the sign with the right rule. Follow these steps:

1. Color each sign.
2. Cut out the boxes.
3. Paste each picture next to the right rule.

1. Stop on red. Go on green.

2. Cross the street on "walk."

3. Cars must stop here.

4. Cars cannot park here.

5. Don't play here.

6. Put trash in its proper place.

LESSON SEVEN: Rules, Rules, Rules

Overview

Using a poem as a focal point, lesson seven encourages students to express their feelings about rules at home and at school, to recognize that rules can be stated in both a positive (i.e., "do") and a negative (i.e., "do not") manner, and to hypothesize about the reasons for rules. It provides an opportunity for students to reflect upon earlier lessons and serves as the basis for subsequent lessons designed to develop students' ability to evaluate rules.

Objectives

At the completion of this lesson, the student should be able to:

1. Indicate his/her approval or disapproval of specific home and school rules and tell why he/she reacts that way;
2. state home and school rules in a positive manner (i.e., tell what to do);
3. state home and school rules in a negative manner (i.e., tell what not to do); and,
4. hypothesize at least two reasons for having rules.

Suggested Procedures

1. Distribute Handout Seven and read the poem. (A choral reading may be an interesting and effective approach to use.)
2. Instruct students to answer the questions listed below the poem. Instruct students to use a separate piece of paper for this purpose. Allow ample time for students to answer the questions. [Note: This may be done as independent seat work while other small group instruction occurs.]
3. When students have finished answering the questions, discuss their responses. Analyze similarities and differences. Encourage students to express reasons for their answers, especially how they feel about these rules.
4. Pose the following questions: (a) Would we be happier if there were no rules at all?; (b) What would happen if there were no rules?; and, (c) Why do we have rules? Discuss student responses. List reasons given by students for having rules on the chalkboard and save for future lessons.

Enrichment Activities

1. **Creative Writing.** Have students write a short story describing what would happen if there were no rules at home, at school, at play, or in the community. If more specific instructions are required, titles could be suggested such as: (a) "The Day There Were No Rules At All;" (b)"If There Were No Rules At Home, Then . . . ;"

(c) "The Day All the Signs Were Taken Away;" and, (d) "The Teacher Said, 'You Don't Have To Follow School Rules Anymore.' " In addition, teacher-prepared stories without endings could be developed and used for this purpose. An alternative to writing is to have students make up a story and tell it orally (record these stories with a tape recorder and play it back for the student and/or other students).

Whichever approach is selected, student stories should be shared with the class. One way to do this is to select several of the stories, whether written or taped, and share them with the class. Discussion should follow. Another way is to type all stories, using them either as individual "books" or as part of a classroom anthology. Duplicate and share with all students in the class. If possible, rely on teacher aides or parent volunteers, or both, for typing assistance.

2. **Using A Film/Story.** "Shiver, Gobble and Snore" is an excellent story which explores reasons for rules using three imaginary friends—Shiver, who is always cold, Gobble, who is always hungry, and Snore, who is always sleepy. The three friends dislike the rules set forth by the king and decide to escape to a land without any rules at all. They soon discover , however, that some rules are necessary if they are to get along with each other. The story is available in both book form and in a delightful animated film. Both the book and film are designed for primary level students. The film is strongly recommended. [See Marie Winn, **Shiver, Gobble and Snore: A Story About Why People Need Laws** (Simon and Schuster, 1972), 48 pages; "Why We Have Laws: Shiver, Gobble and Snore," Learning Corporation of America, 1970, 16 mm color film, 7 minutes.
3. **Role Play.** Develop a series of situations for students to role play. Situations could deal with assigned chores, with the care or use of property, with privacy issues, or with conflict situations such as one would typically find in the cafeteria or on the playground. Provide sufficient information for students to understand both the situation and their role. Provide time for all students to react to and discuss the role play. Ask students to indicate how a rule would help this situation from reoccurring. Role play again, using the rule suggested by students.
4. **Art Activity.** Have each student draw a situation that might occur if no rules existed. Some examples might be garbage piling up in the cafeteria, someone being hurt at school fooling around, children arguing about a game, or a noisy room where no one can study. Encourage students to share their drawings with a partner. Have the partner try to determine what rule is missing and then draw the scene showing how a rule would help.

LESSON SEVEN: Rules, Rules, Rules

There are many rules. Whether we are at home, at school, at play or in our community, there are many rules for us to follow. Have you ever asked why we have rules? Have you ever wished that there were no rules at all? Read the poem, "Rules, Rules, Rules." It may help you think about why we have rules.

Rules, Rules, Rules

Rules, rules, rules, there seem to be a lot.
Sometimes we like them, sometimes we do not.
Some are rules which tell us things we must do.
Some are rules which tell us things we can't do too.
Would life be better if rules had never been found?
Then there would be no one to order us around.
If there were no rules made for you and me,
Would that make us happy, would that make us free?
Why do we have rules, why do people make them?
There must be some reasons, can you help me state them?

Answer the following questions. Use a separate sheet of paper.

1. What is a rule that you **like** at home?
2. What is a rule you **like** at school?
3. What is a rule you **don't like** at home?
4. What is a rule you **don't like** at school?
5. What is a rule that tells something you **must do** at home?
6. What is a rule that tells something you **must do** at school?
7. What is a rule that tells something you **can't do** at home?
8. What is a rule that tells something you **can't do** at school?
9. What are two reasons why we have rules?

LESSON EIGHT: Reasons For Rules

Overview

Rules may be classified according to their purpose. In lesson eight, three categories for rules are introduced—health and safety rules, property rules, and getting along with others rules. After matching a list of rules with pictures showing familiar items or scenes, students use the three categories to classify a list of rules. Thus, this lesson introduces common reasons for rules, develops the abililty to recognize rules for specific situations, and to classify those rules according to their purpose.

Objectives

At the completion of this lesson, the student should be able to:

1. state rules for specified situations and defend his/her decisions;
2. classify a given rule as a health and safety, property, or getting along with others rule; and,
3. state a rule from at least two different classes for a given object (e.g., relating a candy bar to health and safety and getting along with others rules).

Suggested Procedures

1. Give each student a copy of Handout Eight. Read the directions at the top of the handout with the students. (If necessary, read each of the rules to the students.)
2. Direct students to draw a line matching each rule with a picture. (See example on handout.)
3. When students have completed the activity, discuss their choices. Encourage students to state the reasons for their choices.
4. Read the following directions to students:
   a. There are many reasons why we have rules. One reason is to help keep us healthy and safe. Write the words "Health and Safety" next to any of the rules on Handout Eight that are Health and Safety rules.
   b. Another reason we have rules is to protect and take care of the things we own. These are "Property" rules. Write the word "Property" next to any of the rules on Handout Eight that are Property rules.
   c. A third reason for rules is to help us get along with others. Write the word "Others" next to the rules on Handout Eight that are "Getting Along With Others" rules.
5. Do one of these as a class to assure that students understand the directions. For example, "Get enough sleep each night" should be classified as a health and safety rule.

6. Upon completion, discuss student selections. Ask students to explain their choices. [Note: Because it is possible that a rule may fit more than one category, emphasis should be placed on the child's reasoning rather than the specific category selected. For example, "Put litter in its proper place" could be seen as a health and safety rule or a property rule.]

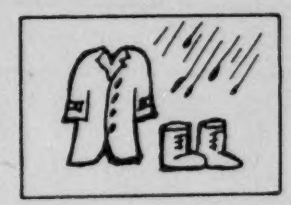
Enrichment Activities

1. **Writing Rules.** Ask students to state a health and safety rule, a property rule, and a getting along with others rule for each of the following situations: (a) owning a bicycle; (b) watching television; and, (c) playing a sport (e.g., soccer, baseball, etc.). For example, rules for owning a bicycle might include: (a) Health and Safety—learning hand signals or not riding on a street with heavy traffic; (b) Property—cleaning and general care of the bike such as tightening the seat and handlebars or using a lock for a bike when leaving it unattended at school or at the playground; and, (c) Getting Along With Others—share riding time rather than riding alone or not riding in a place where other children are playing.
2. **Classification.** Take pictures (or use those previously taken) of children following rules. Have students classify each picture as a health and safety rule, a property rule, or a getting along with others rule. This might be done on a bulletin board display or as an independent activity where individual children can take the pictures and put them in the proper category (e.g., three columns separated by yarn, a set of three boxes, or just three separate piles under each heading).
3. **Art Activity.** Form groups. Ask each group of students to draw a series of pictures showing rules in a specific category (e.g., health and safety rules). Display or use these pictures to develop a learning center activity. Vary pictures and place them on a table. Individual students can be asked to classify the pictures according to the three categories.

   A variation of this activity is to provide groups of students with magazines and newspapers. Assign each group a specific category and ask the students to cut out pictures showing people following rules associated with the assigned category. Urge each group to use their pictures to make a collage on a large piece of chart paper. Label and display the collages.

HANDOUT EIGHT: Reasons For Rules

Look at the pictures below. Then read the rules. Match each rule with a picture. There may be more than one rule for each picture.



Rules

1. Get enough sleep each night.
2. Play by the rules.
3. Put litter in its proper place.
4. Don't color on walls.
5. Do not ride this in the street.
6. Hang up your clothes.
7. Keep your hands to yourself.
8. Put away when finished using it.
9. Keep it neat and clean.
10. Don't eat this before dinner.
11. Dress for the weather.
12. Take turns.
13. Share with others.
14. Don't push or shove.

LESSON NINE: Why We Have Rules

Overview

Rules help create a more desirable classroom environment. In lesson nine, students identify examples of how rules could improve a hypothetical classroom situation, cite specific rules for this purpose, and classify those rules as health and safety rules, property rules, and getting along with others rules. An artist's drawing of a classroom situation serves as the focal point for this lesson.

Objectives

At the completion of this lesson, the student should be able to:

1. differentiate between situations depicting classroom behavior which contributes to and detracts from a desirable classroom environment;
2. propose specific rules for improving a hypothetical classroom situation and state the purpose of each rule proposed;
3. classify proposed rules as health and safety rules, property rules, and getting along with others rules; and,
4. state at least three ways in which rules can be used to improve any classroom.

Suggested Procedures

1. After passing out Handout Nine, and prior to reading the directions at the top of the handout, ask student to describe what is happening in the picture. At this point, do not pass judgment on student responses. [Note: For this discussion, it may be preferable to use a transparency of the picture rather than to rely upon the handout.]
2. Explain the directions for the handout. Allow sufficient time for students to complete this activity.
3. Have students share and explain their choices. On the chalkboard, list the rules that students suggest are important for "Classroom 101."
4. Ask students to classify the rules listed on the chalkboard into the following categories: (a) health and safety rules; (b) property rules; and, (c) getting along with others rules.
5. Pose the following question: "Why would the classroom in this picture be a better place if the students followed our rules?" Emphasize the reasons for the classroom rules. [Note: Keep a list of student suggestions for use in the next lesson.]

Enrichment Activities

1. **Classroom Experiment.** Ask students to participate in an activity that involves disregarding one of the classroom's rules (obviously one that does not involve personal safety). For example, the "no littering" rule which is often found in classrooms may be used. Select a

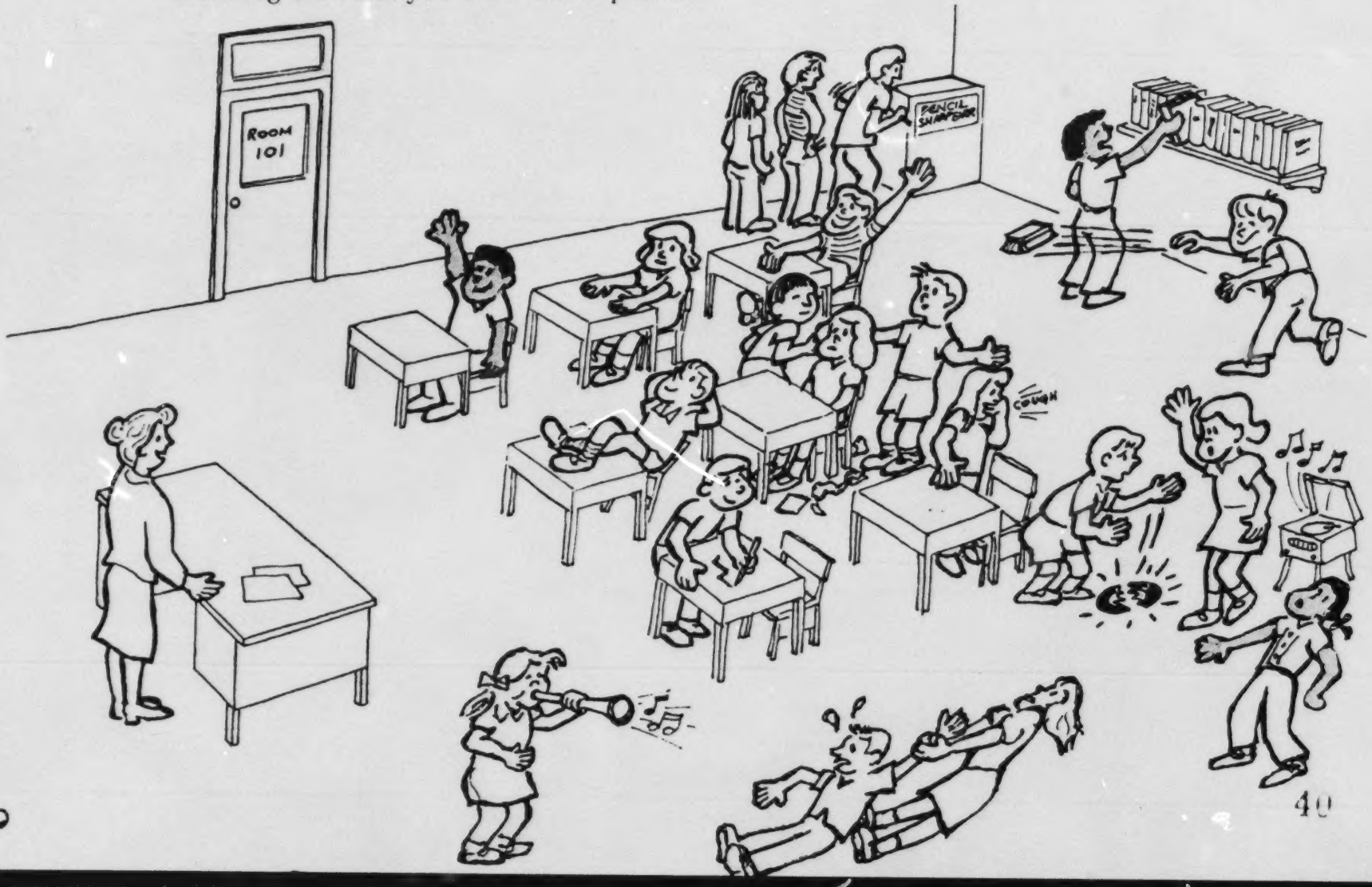
volunteer from the class for a "special assignment." Instruct all other students to crumple a sheet of scrap paper and throw it on the floor beside their desk. The volunteer is then given a plastic trash bag and asked to pick up all the paper. Ask students such questions as: (a) "How did our room look with the paper on the floor?"; (b) "How did this make you feel?"; (c) "How did you feel when the one student had to pick up everyone's paper?"; and, (d) "Why do you think we need to have a rule like this in our classroom?"

A variation of this activity is to continue the exercise for an entire week. Have the students follow this rule—"No paper can be picked up off of the floor." Inform the principal and janitor of your class project and obtain their cooperation. Request that the janitor not sweep the floor for an entire week. Do not tell students that the janitor will not sweep the floor at night. This exercise will be more effective if they are surprised to find a messy room each morning. Try not to devote too much time to discussion of the activity during the week. At the end of the week, use the following questions to initiate a discussion: (a) "How did you feel when you came into class each morning and the room wasn't swept?"; (b) "Did the messy floor bother you anytime during the day?, When? How?"; (c) "Do you think we should change our rule?, Why?"; (d) "Is there a rule about picking up trash in your house?", "In our community?", "How are those rules stated?"; (e) "Why do you think these are important rules to have?"; and, (f) "How can we help to make sure the 'no littering' rules are followed?"

2. **Classification.** If you have a list of rules for your classroom, distribute copies of these rules. Have students classify them under the labels—health and safety rules, property rules, and getting along with others rules. Add one or more categories, if appropriate. Ask students to explain why they think each of their classroom rules fit into one of the categories. If students have reading difficulties, do this exercise orally.

HANDOUT NINE: Why We Have Rules

This is a picture of classroom 101. Can you find where rules would make this classroom a better place? Draw a **red** circle around the children who are following the rules you think are important. Then draw a **blue** circle around the children who are not following the rules you think are important.



LESSON TEN: Assessing Rules

Overview

Good rules are fair, clear, and capable of being followed. In lesson ten, students are presented with a series of rules for the hypothetical classroom depicted in the previous lesson. These three criteria for good rules are introduced and students evaluate each of the proposed rules according to these criteria. In addition, students restate those rules which fail to meet the criteria. Thus, lesson ten introduces students to a set of criteria for evaluating rules, engages them in the process of evaluating a set of rules, and provides opportunities for rewriting rules to meet these criteria.

Objectives

At the completion of this lesson, the student will be able to:

1. state three criteria for good rules;
2. evaluate a given set of rules for fairness, clarity, and capability of being followed; and,
3. restate given rules so that they are more fair, more clear, and more capable of being followed.

Suggested Procedures

1. Begin the lesson by reviewing the reasons for classroom rules suggested by students in the previous lesson.
2. Distribute Handout Ten. Explain directions.
3. Read each rule and allow time for students to circle their choices.
4. Tally the results for each rule given.
5. Ask the following questions: (a) "What did you like about the rules you wanted to keep?"; and, (b) "What didn't you like about the rules you wanted to change?"
6. Clarify student thinking by introducing the following criteria: (a) rules should be fair; (b) rules should be easy to understand—you should know what they mean; and, (c) rules should be possible to follow—you should be able to do what the rule says. Put these criteria on the chalkboard and explain them to students. [Note: Rules one and five meet these criteria; rules two and eight are unfair; rules three and six are impossible to follow; and, rules four and seven are unclear.]
7. Help students restate the rules that do not meet the criteria for good rules. For example, rule four is unclear because, as stated, neither students nor teacher is permitted to talk in the classroom under any circumstances.

Enrichment Activities

1. **Role Play.** Select a group of students to role play one of the rules they decided to change. Have the remaining students in the class decide how they might change the rule being used in the role playing situation. Allow the group to do the role playing again, this time following the rule change suggested by the class.
2. **Analysis.** If you have a list of rules for your classroom and/or school, duplicate the list and give a copy to each student. Have students examine the list of rules to determine if they are fair, clear, and possible to follow. A variation of this activity is to develop a point system for evaluating rules, where 1 = unfair, 2 = uncertain, and 3 = fair. Use a similar system for the other two criteria.
3. **Art Activity.** Challenge each student to make up a rule he/she thinks would be funny and unfair, not clear, or impossible to follow. Encourage each student to draw a picture showing why this rule would be a bad rule. Such rules might include "no walking," "only boys can walk through the door," "only girls may hang their coats on the rack," or "sharpen pencils by hand only."

HANDOUT TEN: Good Rules and Bad Rules

Think about the classroom we have been talking about. Here are some rules the children in classroom 101 made. If you were in that classroom, which of these rules would you keep? Circle the word **Keep** next to those rules. Which of the rules would you want to change? Circle the word **Change** next to those rules.

Rules for Classroom 101

Keep	Change	1. Be on time for school.
Keep	Change	2. Only children wearing long pants may use the pencil sharpener.
Keep	Change	3. You may play a horn in the classroom if you do not make any noise.
Keep	Change	4. No talking in the classroom.
Keep	Change	5. Cover your mouth when you cough.
Keep	Change	6. You may throw an eraser as long as it does not hit or touch any person or thing.
Keep	Change	7. All debris must be deposited in the appropriate receptacle.
Keep	Change	8. Boys are not permitted to use records or the record player.

LESSON ELEVEN: Rules For Our Classroom

Overview

Lesson eleven provides students with an opportunity to apply the knowledge and skills developed in the previous lessons. Pairs of students suggest specific rules for their own classroom. Rules suggested by each pair are considered by the class as a whole and evaluated as to their purpose, fairness, clarity, and capability of being followed. Students then devise a set of rules for use in their classroom. Those rules are written on chart paper and each student indicates his/her willingness to follow them by signing his/her name below the rules listed on the chart.

Objectives

At the completion of this lesson, the student should be able to:

1. propose rules for his/her classroom using the criteria of fairness, clarity, and capability of being followed;
2. evaluate proposed rules for his/her classroom for fairness, clarity, and capability of being followed; and,
3. demonstrate a willingness to support a set of classroom rules by signing his/her name beneath a list of those rules.

Suggested Procedures

1. Ask each student to write five rules for his/her classroom.
2. Pair students. Tell students to share the rules they have written with their partners. Instruct each pair of students to select from their lists the rules they believe are most important for their classroom.
3. Initiate a class discussion by selecting a pair of students to read one of their rules. Use a show of hands to determine how many other pairs of students have a similar rule. To avoid repetition, instruct students to place a checkmark beside that rule if they have it on their list.
4. Write each rule on the chalkboard as it is read and record the number of pairs that also had that rule on their list. Continue this process until all student rules have been shared.
5. Have students evaluate the rules listed on the board according to fairness, clarity, and capability of being followed. Encourage students to eliminate or revise those rules which do not meet the criteria.
6. Lead a discussion to help students decide if this set of rules is appropriate for their classroom. Eliminate those rules which lack widespread student support. [Note: You may wish to have students classify each of the rules according to their purpose—health and

safety rules; property rules; and, getting along with others rules. Are rules in all three categories included in their list? Does one category have the majority of rules? Which one and why? This line of inquiry may serve as effective reinforcement and help students better understand the reasons for school rules.]

7. Construct a chart titled, "Rules for Our Classroom." Put the list of student rules on the chart. Have students sign their names at the bottom of the chart beneath the statement, "I agree to follow these rules." Display the chart in a prominent place where it can be easily seen. [Note: Some children may not wish to sign their names on the chart. If this occurs, the teacher should respect their position and not make a major issue of this. However, the teacher might wish to use such an opportunity to explain to the class the way in which the principle of majority rule is used in making rules and laws and the responsibility that all citizens have in obeying rules and laws. In addition, the teacher should provide future opportunities for children to sign their names when and if they are prepared to do so (e.g., when their concerns have been addressed successfully).]

Enrichment Activities

1. **Bulletin Board Display.** Take pictures of your students illustrating how they follow the rules for their classroom. Attach captions to the pictures that state the rule being illustrated. For example, "Here is Michael sharing the game center." A display could also be made that shows the list of rules in the center with art drawings by the students around the outside. These drawings could illustrate the rules and be connected to the rule that they depict.
2. **Writing Good Rules.** Have students write down five objects that they can see from their desk. These objects could be in the classroom or outside, as seen through the window. Do not tell students what the words are to be used for at this time. Have students fold their paper and exchange it with classmates three different times, making certain they do not end up with their own paper. Explain to students that they are to make up as many rules as they can think of using the five words. For example, one of the words might be sky. Related rules could deal with noise and air pollution. A tree could elicit such issues as the care and use of trees. Let students use their imagination as they are writing their rules. They may even want to accompany their rules with corresponding pictures. Similar activities could be done using words from the home, school, and community. Have students assess the rules they have written to determine if they are fair, clear, and capable of being followed.
3. **"Citizen of the Day" Award.** Place a "good citizen" list in a conspicuous location in the classroom. Throughout the day, as the

teacher observes students following the classroom rules listed on the chart, they can be asked to sign the "good citizen" list (maybe more than once). Names might also be removed from the list for contrary reasons. At the end of the day, the teacher selects a name from the list to be the "Citizen of the Day." To recognize his/her achievement, the student could be given a small token, such as a square piece of cardboard with the words "Citizen of the Day" printed neatly on it. An alternative is to use the list for a "Citizen of the Week." In either case, the teacher is urged to keep notes indicating who receives the award. All students should be given an opportunity to win this award.

4. **Listing Rules.** Have students copy the chart that contains the rules for their classroom. Encourage them to take the list home and share it with their parents. Ask students to work with a family member to compose a list of rules for their home. These lists may be shared with the class and displayed in the room.

LESSON TWELVE: How I Feel About Rules

Overview

In lesson twelve, students once again clarify their feelings about rules. The checklist used in lesson one is distributed and used in a similar manner. After students have expressed reasons for the words selected and other feelings about rules, the results obtained in lesson one are revealed. Students consider ways in which these results are similar and dissimilar and hypothesize as to why this has occurred.

Objectives

At the completion of this lesson, the student will be able to:

1. identify words which describe how he/she feels about rules;
2. state how he/she feels about rules and why he/she feels that way; and,
3. compare and contrast class results with those obtained from a similar exercise at the beginning of the unit.

Suggested Procedures

1. Distribute Handout Twelve to students. [Note: This is very similar to Handout One.]
2. Read the introduction and directions. If any of the words on the list pose vocabulary problems, read each word aloud and then use it in a sentence. Avoid fluctuating voice inflection to prevent unduly influencing student responses. Permit students to make their choices as each word is read.
3. After all words have been read, allow time for students to write additional words of their own on the handout.
4. Write all words on the chalkboard and tally the number of students choosing each of the words (and any other words added to the list by students). Discuss the results. Encourage students to express reasons for their choices.
5. Reveal and display the chart prepared in lesson one. Help students compare the number of times each word was circled in lesson one with the number of times it was circled this time. [Note: This information may be used to assess whether students' attitudes toward rules have changed and, if they have, in what direction—more positive or more negative—those changes occurred.]

Enrichment Activities

1. **Creative Writing.** Ask students to close their eyes and think about how they feel about rules. Have students put these feelings on paper in the form of a written story, a picture story, a poem, Haiku, cinquain, or a song. Encourage students to share their feelings with

a friend, the teacher, or the class. Provide opportunities for students to share what they have done with the group (e.g., orally, posting on the bulletin board, etc.).

2. **Public Statement.** Tape record individual responses to the statement, "This is how I feel about rules." Record individual responses in isolation from other children so no single response influences other children. Collect statements over a period of several days when students are not engaged in regular classwork. Play back the recorded statements to the class. This will provide an opportunity for students to publicly state their feelings about rules. Students should enjoy guessing whose voice it is as well as listening for their own remarks. In addition, this activity will give the teacher a better idea of the things dealt with in the unit that have had an impact upon students. In lieu of this approach or in addition to it, the teacher may print short responses given by students on strips of oak tag and display them on a bulletin board titled, "How Our Class Feels About Rules." Display next to the set of classroom rules developed by students for impact.

HANDOUT TWELVE: How I Feel About Rules

We have been studying about rules. We have talked about what rules are, where we find them, why we have them, and how we use them. How do you feel about rules now?

Look at the words below. Circle the words which tell how **you** feel about rules. Circle as many words as you wish.

RULES ARE . . .

Needed	Bad	Useful
Not Liked	Made to be Followed	Important
Bossy	Stupid	Fair
Helpful	Not Important	Made to Break
Easy to Follow	Mean	Good

LESSON THIRTEEN: What I've Learned About Rules

Overview

Lesson thirteen provides a summative review of the unit. A matching exercise using sentence stems and endings affords the opportunity for students to review the nature, purpose and characteristics of rules.

Objectives

At the conclusion of this lesson, the student should be able to:

1. match correctly sentence stems about rules with their respective endings;
2. state three reasons for rules and three characteristics of good rules; and,
3. identify three general areas (i.e., home, school, and community) where rules are found.

Suggested Procedures

1. Pass out Handout Thirteen to students. Explain the directions carefully. [Note: It may be necessary to complete one of the sentences together to help students understand the directions clearly.]
2. Allow sufficient time for students to complete the task. [Note: This handout may be completed as independent seat work which can be done while other small group instruction is being conducted.]
3. Collect, correct, and return student papers. Review correct answers with the entire class. Answer any questions that arise. Reinforce basic concepts as deemed necessary.
4. As a culminating activity, distribute another copy of Handout Thirteen to each student. Have students cut apart the sentence stems and sentence endings. Then have them paste or tape each sentence stem and its matching ending on another piece of paper.

Enrichment Activities

1. **Art Activity.** Use butcher paper to make life size drawings of every member of the class. Students may work in pairs to draw outlines of each other. Place these drawings around the room and in the hallway. For example, Margaret could be standing by the pencil sharpener reminding her classmates that, "In Room 7, we sharpen our pencils first thing in the morning."
2. **Creative Expression.** Have students make puppets from old socks or paper bags. Use an empty refrigerator box (or similar device) as the stage. Have students work together to develop skits relating to rules that they could dramatize for their classmates. In this way, students are able to show many of the things that were learned in their unit on rules. Permit students to develop their own ideas or, if necessary, suggest possible situations to them. Some examples might be: (a) lunch

time; (b) recess; (c) at the water fountain; (d) rules at home; (e) on the way to school; and (f) playing games.

This would provide an excellent opportunity for the principal and/or parents to visit the classroom and become more aware of what the children have learned about rules. If a video tape recorder is available in the school, catch all the action. Both students and teacher should enjoy watching the performances.

3. **Public Statement.** A variation of the enrichment activity suggested for the previous lesson is to tape record individual responses to the statement, "This is what I have learned about rules." Follow similar procedures as those described for Lesson Twelve—Enrichment Activity No. 2.

HANDOUT THIRTEEN: What I've Learned About Rules

Let's write some sentences to show what we have learned about rules. Finish each numbered sentence by using one of the endings below. Use each ending only once.

Sentence Begins With	Sentence Ends With
1. Rules are found	A. hard to play.
2. Signs help us	B. a health and safety rule.
3. Don't cut in line is	C. different in different homes.
4. Games without rules are	D. at home, in school, and in our community.
5. Good rules are	E. a property rule.
6. Keep your room clean is	F. a rule for getting along with others.
7. Some rules are	G. fair and easy to follow.
8. Don't play with matches is	H. to know community rules.

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